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The annotated bibliography dealing with counseling and personnel services in adult education contains 94 indexed and abstracted entries arranged under four headings: student personnel services, counseling services; admissions and selection; and retention and dropout, and financial assistance. Topics covered in these abstracts include general student personnel services; educational, vocational, and personal counseling; tests, testing, and predictive measures; standards, procedures, and recruitment; retention dropout, and financial assistance. Most documents are dated from 1966 to 1968. (pt)

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ERIC CLEARINGHOUSE ON ADULT EDUCATION

Counseling and Personnel Services in Adult Education

Counseling, Testing, Selection, Retention

CURRENT INFORMATION SOURCES, NO. 23

BARRY GLICK, Editor

February, 1969

AC004376

ERIC CLEARINGHOUSE ON ADULT EDUCATION

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COUNSELING AND PERSONNEL SERVICES IN ADULT EDUCATION, CIS-23

ABSTRACT

This annotated bibliography dealing with counseling and personnel services in adult education contains 94 indexed and abstracted entries arranged under four headings: (1) Student Personnel Services, (2) Counseling services, (3) Admissions and Selection, and (4) Retention and Dropout, Financial Assistance. General student personnel services; educational, vocational, and personal counseling; tests, testing, and predictive measures; standards, procedures, and recruitment; retention dropout, and financial assistance are covered in these abstracts, a majority of which are dated from 1966-1968.

February, 1969

PREFACE

These abstracts represent documents entering the ERIC Clearinghouse on Adult Education during the past 18 months, which deal with Counseling and Personnel Services. Many of these have been announced in Research in Education (RIE), the monthly catalog of the educational Resources Information Center (ERIC) of the U.S. Office of Education. This catalog, covering the entire range of educational literature, may be obtained from the Government Printing Office, Washington, D.C., 20402, for $21.00 per year ($26.95, foreign). Many documents listed here may be purchased from the ERIC Document Reproduction Service. (Please see the note on the availability of documents on the following page.)

Included under the rubric Counseling and Personnel Service is a wide range of topics which include: Counseling, Evaluation and Testing, Admissions, Selection, Retention, and Dropouts. We have attempted to sort the abstracts by categories, as they relate to research studies, as well as other types of literature. We recommend scanning the entire list if all relevant documents need to be found.

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All other documents must be obtained from the indicated original source. If it is impossible to obtain a document from the originating source, help may be obtained from the ERIC Clearinghouse on Adult Education, 107 Roney Lane, Syracuse, New York, 13210.

Part I. STUDENT PERSONNEL SERVICES-General

AC 001 451

STUDENT PERSONNEL SERVICES FOR ADULTS IN HIGHER EDUCATION. Farmer, Martha L. 1967. 210p.

ABSTRACT: This reference work on personnel services in evening colleges includes papers on the historical background of evening colleges, and on student personnel services, administrative organization, admissions, student activities, counseling, placement, training of personnel workers, service to business, industry, and labor, financial aid, and the implications of automation and cybernation for evening education and for the personnel and guidance profession. The impact of adult motivation and circumstances, distinctions between personal or psychological counseling and other forms of counseling and guidance, professional and personal requisites for student personnel workers, the planning of adult- centered extracurricular activities, and the problem of access by part time students to private loans, veterans' benefits, and Federal loans and grants under the rivised National Defense Education Act and the Higher Education Act of 1965, are stressed. (The document includes a subject index.) (This document is available from the Scarecrow Press, Inc., Metuchen, New Jersey.) (ly)

AC 001 070

NEW DIRECTIONS FOR STUDENT PERSONNEL IN EVENING EDUCATION. Evening Student Personnel Association, New York. 1967 133p.

ABSTRACT: The convention focused on the future of the Evening Student Personnel Association as it related to the proliferation of student personnel associations and the need for greater unity of purpose and function. Group session presentations included The Need for New Forms of Service for Adult Students, Research Projects and Current Ideas for Student Personnel Workers in Adult and Evening Education, and Educating and Motivating Individuals for the Profession. The keynote address delivered by Eugene Johnson, reviewed the need for planning adult education to meet future goals and emphasized the strategy to accomplish them. Diana Ironside spoke on the Library of Continuing Education at Syracuse. The convention program, list of participants, historical data, and financial statement are also included. (Proceedings of 5th annual convention of Evening Student Personnel Assn., Monticello, N.Y., March 3-5, 1967) (pt)

AC 002 471

AN OBSERVATION OF EVENING COLLEGE OPERATION RELATING TO LIAISON BETWEEN FULL TIME DAY AND PART TIME EVENING FACULTY OF A NUMBER OF JUNIOR COLLEGES IN THE LOS ANGELES AREA. McLarney, Donald F. Aug 1967

ABSTRACT: The breakdown in communication between daytime and evening faculties in junior colleges may imply damage to faculty and student morale and could create a distasteful public image. Oral questionnaires used with seven faculty members, ten students, and 13 administrators at

eleven junior colleges in greater Los Angeles tested communication regarding responsibility for curriculum planning, faculty participation in planning, and evening school teaching as a stepping stone to full time teaching. Part time evening teachers showed hazier responses. All interviewees rated evening program standards and morale high. Students indicated good teaching and broad course offerings as strong points of evening colleges and lack of opportunity to counsel with faculty as the main weak point. In spite of protestations of oneness, the evening colleges have different counselors and instructors and little resemblance to the services and incidentals available during the day. Inservice programs should bring daytime practitioners and evening faculty together for unstructured discussion sessions to strengthen academic and professional ties. (Questionnaires, bibliography, and a summary of surveyed literature are included.) 35p. (rt)

ED 021 177

ARISE DIRECTORY, ADULT EDUCATION PROGRAMS-CULTURAL OPPORTUNITIES--GUIDANCE SERVICES. DIRECTORY NUMBER 4, 1967-1968. Adult Referral and Information Services in Education, Providence, R.I. 1968. EDRS PRICE MF $0.75, HC $6.64. 164p.

ABSTRACT: Project ARISE (Adult Referral and Information Service in Education) of the Providence School Department compiled this directory of adult and continuing education programs, training opportunites, recreational pursuits, and cultural resources to serve as a guide to adults who may wish to continue their education or training from any level, whatever their abilities and rates of learning, and whatever their goals. The book lists institutions and other resources which make counseling and testing available, provides information about degree and nondegree opportunities in Rhode Island colleges and universities, credit or noncredit programs at the elementary and secondary levels, recreation, sports, and cultural resources, vocational training, clubs and associations for senior citizens, adult basic and citizenship education programs, and self improvement and leisure pursuits. Course offerings are listed by subject fields. The college and university programs listed are offered in separate adult divisions of the institutions, but courses which may be attended by adults through special arrangement within the regular undergraduate programs are also noted. (aj)

AC 000 491

PROBLEMS IN ADMINISTERING GENERAL UNIVERSITY EXTENSION PROGRAMS (Reports from a graduate student seminar in adult education at The Ohio State University, 1966). Ohio State Univ., Columbus. Sep 1967. 106p.

ABSTRACT: The papers in this publication were written by graduate students of Ohio State in a seminar on Organization and Administration of Adult Education Programs with the overarching theme of Problems in Administering General University Extension Programs. The specific topics covered dealing with university extension programs are -- policy guidelines, principles of organization, needed ralationship, staffing, approaches, methods and techniques, financing, counseling, student personnel services, public relations, and evaluation in university extension. (pg)

ED 020 463

REALITY AND THE AUEC. McMahon, Ernest E. Association of University Evening Colleges, Norman, Okla. Nov 1967. EDRS PRICE MF $0.25, HC $0.60. 13p.

ABSTRACT: Evening college officials have responsibility within the academic world to make available to part time students the same quality and quantity of services provided full time students. Evening students should not pay larger portions of tuition income than more economically fortunate regular students. An institution's reputation depends upon other scholars' opinions of its scholars, so involvement of full time faculty members is needed to plan and staff programs, to provide reputations for excellence. To fulfill its mission as the great equalizer in America, the evening college must find ways to communicate with the man in the ghetto and must meet educational needs of that new clientele. Administrators should become opinion molders, but too much managing leaves little time for reflection or deliberate intervention in community life. Also administrators must react against passive acceptance of hippies as "nonconformists" and apply counter-pressures of maturity to transmit the accumulated wisdom of the ages. (rt)

AC 002 808

GUIDANCE-PERSONNEL WORK: FUTURE TENSE. Smith, Margaret Ruth, Ed. 1966. 181p.

ABSTRACT: This book is concerned with the future of guidance-personnel work; 15 persons have contributed chapters on aspects which they considered important if the guidance-personnel profession is to advance its concern creatively and effectively. Problems of our culture and of developing nations, problems of counseling today's students, minority groups, and adults in continuing education are viewed. The book is designed for educators at all levels from elementary education to continuing education. Available from Teachers College Press, Columbia Univ., 525W. 120th St., New York, N.Y. 10027. (pt)

Part II. COUNSELING SERVICES

A. Educational, Vocational, and Personal Counseling

ED 012 430

CONTINUING EDUCATION FOR WOMEN, A FIVE-YEAR REPORT OF THE MINNESOTA PLAN, 1960-1965. Schletzer, Vera M., and others. Minnesota Univ. Women's Continuing Education Advisory Committee. Carnegie Corporation, New York, sponsor. Jun 1967. EDRS PRICE MF $0.50, HC $3.48. 87p.

ABSTRACT: As a pilot project supported by the Carnegie Corporation, the Women's Continuing Education Program of the University of Minnesota (Minnesota Plan) has been providing, for over five years, the flexible arrangements needed by women wishing to continue their education, for accommodating the resources of the University to their needs and objectives. The more than 2,600 women enrolled are mostly in their 30's and early 40's married, have children, are from the middle class, metropolitan families, have less than 4 years of college, and are interested in training for vocations. Features of the plan include experimental liberal arts seminars, placement service, child care center, extensive counseling, small scholarships, and undergraduate and communications programs. The Plan reveals the need for re-evaluation of traditional university regulations, course offerings, and guidance programs, and for an increased willingness by American society to use its resources of able and educated women. (The document includes 18 tables.) (aj)

ED 019 604

ADULT LEARNING, ADULT BASIC EDUCATION PRE-INSTITUTE SEMINAR (Wayne State University, May 1967). National University Extension Association, Washington U.S. Office of Education, Washington. Adult Education Div. 1967. EDRS PRICE MF $0.50, HC $3.84. 94p.

ABSTRACT: A preinstitute seminar, financed by a grant from the Adult Education Division of the Office of Education to the National University Extension Association and held at Wayne State University in May 1967, focused on plans for the 20 adult basic education teacher training institutes held during the summer of 1967. Leaders in adult basic education and related disciplines joined with institute program directors and staff to share information gained from ongoing programs and provide specialized training for adult educators coordinating the institutes. The discussions and demonstrations, reproduced in this document, centered around three main areas of adult basic education development--innovations in curriculum, technology, and management. Topics covered included programed instruction, teaching adults to read, the Michigan Language Program, hardware such as video tape recorders, skill training at Michigan Bell, the Educational Development Laboratories Learning System, federal government role in adult education, the Draper rehabilitation projects, counseling adults, and effective small group instruction. (aj)

ED 023 059

THE CONTINUING EDUCATION OF WOMEN; SOME PROGRAMS IN THE UNITED STATES OF AMERICA. Royce, Marion. Ontario Inst. for Studies in Education, Toronto, Dept. of Adult Education. 1968. EDRS PRICE MF $0.75, HC $6.72. 166p.

ABSTRACT: The Department of Adult Education of the Ontario Institute for Studies in Education is involved in a project to document programs and services in continuing education for women in other countries as a frame of reference for policies that would facilitate more adequate provision for such education in Canada. Included in this document are descriptions of selected programs in the United States chiefly concerned with occupational preparation or upgrading and largely in occupations traditionally considered female, with practically unanimous acceptance of the key role of counseling. Many programs involve research to evaluate program effectiveness and to determine equivalency of life experience and formal educational experience. Eighteen programs at colleges and universities are included, such as Barnard, Cornell, Oakland, Radcliffe, Sarah Lawrence, Syracuse, and Wisconsin. Five community college programs include Cuyahoga, Corning, and Hudson Valley. Also described are programs of the Council for the Continuing Education of Women (Miami, Florida), the National Council of Negro Women, New York State Guidance Center for Women, and Women's Talent Corps. (pt)

AC 001 341

EDUCATION AND TRAINING, EXPANDING THE CHOICES. Fifth annual report of the Department of Health, Education and Welfare to the Congress on training activities under the Manpower Development and Training Act. U.S. Dept. of Health, Education and Welfare. 1967. 116p.

ABSTRACT: This report describes changes in administration of the MDTA Program. Target population was shifted to permit 35 percent of effort for training in skill shortage occupations. Major innovations occured in teaching methods, instructional equipment, and occupational guidance. (rt)

AC 002 560

A THEORY OF WORK ADJUSTMENT (A REVISION). Minnesota studies in vocational rehabilitation, 23. Dawis, Rene V. and others. Minnesota Univ., Minneapolis. Industrial Relations Center. Bul-47. Apr 1968. 15p.

ABSTRACT: The Theory of Work Adjustment is a system for studying how people relate to work. Its basic assumption is that each individual's quest for a harmonious relationship, or correspondence, with his environment (including his work environment) is a basic motive of human behavior. The individual interacts with the environment and experiences a variety of stimulus conditions, many of which he finds reinforcing. As he matures and his ecperience broadens, he develops sets of abilities (basic dimensions of response capability) and needs (preferences for responding to certain stimulus conditions which have been reinforcing), which are the major variables that define the work personality. Several instruments have been developed for measuring such variables of the theory as satisfaction of individual needs through work, job performance, and kinds of reinforcers available in specific jobs. Using these

instruments it is possible to evaluate the effectiveness of an agency's vocational rehabilitation program, to compare methods of vocational counseling, and to bolster the rehabilitation counselor's expertise in assessing the vocational potential of clients. This document, Bulletin 46, is available from Work Adjustment Project, Industrial Relations Center, University of Minnesota, Minneapolis 55455.(aj)

AC 003 456

A COMPARATIVE STUDY OF THE EFFECTS OF VOCATIONAL TRAINING ON THE CAREER PATTERNS OF HIGH SCHOOL GRADUATES. Bournazos, Michigan State Univ., East Lansing. Ph. D. Thesis. 1963. 192p.

ABSTRACT: A study was made of the influence of vocational education and personal background factors on the career patterns of 116 white, male high school graduates in Michigan and of their labor market activities. An experimental group (with two or more years of trade and industrial education or training) was used, together with control groups from public and parochial schools. Among the conclusions were: (1) vocationally trained graduates had greater job stability than others; (2) fathers' and sons' occupational groups correlated positively; (3) high school grades and current wages correlated positively; (4) the most common means of job seeking were by direct application and through friends and relatives; (5) military service apparently played no significant part in vocational preparation. Recommendations included more research, improved research methods, increased high school cooperation with the Michigan Employment Security Commission to improve job placement, and greater involvement by the armed forces, labor and management, and continuing education facilities in vocational education. (Available from University Microfilms, 300 Zeeb Rd., Ann Arbor, Michigan 48106.) (Order No. 64-7487, MF $2.75, Xerography $8.80) (author/ly)

ED 017 739

RESEARCH VISIBILITY. VOCATIONAL EDUCATION IS PEOPLE--YOUTH AND ADULTS UNEMPLOYED OR AT WORK. Law, Gordon F. American Vocational Assn., Washington, D.C. Dec 1967. EDRS PRICE MF $0.25, HC $0.72. 16p.

ABSTRACT: Twelve research reviews in this issue pertain to youth and adults unemployed or at work, one of the major areas of concern identified by the panel of consultants on vocational education. They are organized under the topics (1) expanding education and training opportunities which includes patterns of adult information seeking, prediction of manpower and development training act program outcomes, and training of home economists for work with adults, (2) innovative programs which includes adult training and retraining, influences of selected factors on adult training, and child development and guidance knowledge needed by mothers and child care workers, (3) expanding and improving apprentice programs which treats negro participation in apprentice programs, (4) utilizing total educational resources which includes functional illiterates in Alabama, adult literacy materials and programs, and a Spanish language adult intelligence scale, and (5) guidance and placement services which includes career development, dropout identification and prevention, and variables involved in job success or failure. "Plain Talk", a continuing column by the author, discusses aspects of adult education such as research needed as a basis

for determining adult vocational education offerings and criteria for evaluating such programs and problems of initiating effective programs. The bibliography lists 17 related studies which are in progress. This article is published in the "American Vocational Journal," volume 42, Number 12, Dec 1967. (em)

AC 001 894

JOB HORIZONS FOR COLLEGE WOMEN (Revised edition). Terlin, Rose O.S. Department of Labor. Women's Bureau. Bull-288-Rev. 1967 92p.

ABSTRACT: Detailed information is provided on a variety of professions for women. Educational requirements, job opportunities and responsibilities, estimated salaries, and opportunities for advancement are discussed in such occupations as accountant, home economist, engineer, occupational therapist, nurse, scientist, real estate agent and broker, statistician, and medical technologist. Women are working in increasing numbers because of economic necessity or for their own personal satisfaction. They earn their highest incomes in occupations requiring above average educational preparation, and in fields with smaller numbers of women. Most professional workers are employed by educational institutions, government agencies, private industry, and nonprofit organizations. The importance of continuing education is stressed, as a graduate degree becomes increasingly important for professional advancement. Sources of fellowships and loans are listed. Tables and charts show data on degrees earned, occupations, and educational levels of working women. (This document, 0-257-826, is available from the Superintendent of Documents, U.S. Government Printing Office, Washington 20402, for 35¢) (pt)

AC 000 207

VOCATIONAL GUIDANCE AND CAREER DEVELOPMENT, SELECTED READINGS. Peters, Herman J., ed., Hansen, James C., ed. publ. by Macmillan Co., New York. 1966. 47p.

ABSTRACT: Prepared primarily for school or college counselors and students of education and counseling concerned with vocational guidance of students, the readings emphasize vocational guidance for normal individuals. The anthology is divided into the following sections: exploration of various concepts of work; society's dimension of work: theories of vocational guidance; procedures for guidance; the continuing process of vocational development from elementary through the college level; and the continuing needs in adult vocational guidance and career development. (pt)

ED 012 857

COUNSELING THE ADULT STUDENT. Report of Commission 13 on Student Personnel Work for Adults in Higher Education. Thompson, Clarence H., ed. American College Personnel Association. Apr 1967. EDRS PRICE MF $0.50, HC $2.68. 67p.

ABSTRACT: A preconvention workshop held by the American College Personnel Association in Dallas, Texas, March 17-18, 1967, dealt with

the special characteristics and needs of adult participants, implications for counseling, recent progress and remaining areas of need in adult counseling, and the selection and training of personnel workers for adults in evening colleges. The main points were the following--(1) the distinctive life experiences, problems and obligations, physical and mental characteristics, and motives of adults call for experience-oriented teaching methods, special facilities, and a new approach to testing, admission, financial aid, and student activities--(2) acceptance of the individual, personal consistency and integrity, and understanding are essential counselor attributes--(3) the ultimate goal of counseling is to help the adult discover ways to realize his potential, respond more effectively to new experiences, and work out a meaningful, viable life style--(4) personnel trainees should be chosen primarily for appropriate character traits and academic background, and should receive broad training that stresses skills in short-term counseling. Proceedings included workshop evaluations. (Document also contains appendixes, background statistical data, and 102 references.) (ly)

ED 018 558

COUNSELING GIRLS AND WOMEN--AWARENESS, ANALYSIS, ACTION. Berry, Jane; and others. Missouri Univ., Kansas City, Missouri State Dept. of Labor and Ind. Ralations. Mar 1966. EDRS PRICE $0.50, HC $3.20. 78p.

ABSTRACT: Objectives of this guide to be used in an inservice training program are--(1) to alert counselors to specialized needs of girls and women, (2) to provide a readable source of background materials, (3) to develop appreciation of the role of the employment service in counseling girls and women, and (4) to create an awareness of research in the area of women's role in society. The perceptive counselor attempts to alert girls and women to social change and its impact on women's lives, future-oriented opportunities, and a life-planning approach. The latter involves planning for multiple roles during different periods of their life, women's employment falls into three general patterns--the constant employee, the in-and-out employee, and the novice. Attitudes are changing toward women's roles, and they now have to choose a career or home or both. Recent trends in education show that the more education a woman has, the greater are the chances that she will be working. New fields are opening for women with education. Continuing education is available to more people with different backgrounds. An annotated bibliography is included (ms)

ED 012 056

SELF-ACTUALIZATION AND BEYOND. Maslow, Abraham. New England Board of Higher Educ., Winchester, Mass. Center for the Study of Liberal Educ. for Adults. 1965. EDRS PRICE MF $0.25, HC $1.08. 27p.

ABSTRACT: Two types of learning, extrinsic and intrinsic, are described, intrinsic learning involves those processes which can help people become all that they are capable of becoming. Intrinsic learning is the ultimate goal of all education, including adult education, and is also the ultimate goal of counseling. Self-actualizing people learn through the processes of of intrinsic learning, Self-actualizing people are described as those who

listen to their own voices, take responsibility, are honest, and who work. They are involved in a cause outside themselves. They experience fully, vividly, and selflessly with full concentration and absorption. At the various choice points presented to them, they make the choice for growth. The intrinsic learning model is especially adaptive in working with adults since they already have capacities, talents, directions, missions, and callings. The counselor's job, therefore, is to help them to become what they already are more perfectly and to realize what they potentially can be. This address was presented at the Conference on the Training of Counselors of Adults (Chatham, May 22-28, 1965) (rm)

ED 023 115

COUNSELING EDUCATIONALLY DISADVANTAGED ADULTS. PROCEEDINGS OF INSTITUTE SERIES. Pattison, Rose Mary, Ed. Indiana State Dept. of Public Instruction, Indianapolis, Div. of Adult Educ. 1968. EDRS PRICE MF $0.75, HC $6.40 158p.

ABSTRACT: In 1967, several two-day institutes were held in Indiana for counselors of adult basic education students, and, in addition, a one-week residential institute for selected counselors who had attended a spring institute. Primary emphasis was on awareness of responsibility and understanding of the under-educated adult. Situational and Q-Sort tests were used to determine participant's perception of the role of counselors of educationally disadvantaged adults. Participants entered with a high degree of skill and knowledge about adult counseling which was maintained, but not significantly increased, by the programs. Counselors' perceptions of the undereducated adult as an educable entity increased after the institute, but there was a slight decrease in the perceptions of the adult as an economic unit and as a human being. The selected group who attended the residential institute did not differ from the total group. (Document includes several resource documents--Purposes and objectives of the institute, Adult Basic Education in Indiana, Counseling the under-educated adult, The social-psychological sphere of the undereducated adult, Outline of an orientation and guidance training session for teachers and counselors of under-educated adults in selected areas of the State of Kentucky, The power of the poor, The second mile, and Summation and a look to the future.) (aj)

ED 020 736

A SURVEY OF EVENING COLLEGE COUNSELING SERVICES IN CALIFORNIA JUNIOR COLLEGES. Ryska, John W. Fresno City Coll., Calif. Jan 1968. EDRS PRICE MF $0.25, HC 0.68. 15p.

ABSTRACT: A survey of evening college counseling services in California netted responses from 59 of the states 73 junior colleges. Major emphasis was placed on problems related to (1) the college program and facilities, (2) students, and (3) counselors. Problems cited by respondents included inadequate opportunities for counseling and lack of adequate records and background information on students. Most of the students were highly vocation oriented with greater family, job, and financial pressures than those experienced by day students. Because student backgrounds ranged from non-high school graduation to graduation to graduate degrees, the counselor needed to have

great breadth and depth in knowledge of educational and vocational information and of resource materials. The following program characteristics were identified-(1) 40.5 percent of the institutions served medium city-suburban areas, (2) 35.5 percent had evening enrollments greater than day enrollments, (3) 95 percent permitted their counselors to teach evening classes, (4) 97 percent made counseling available for evening students, (5) 67 percent paid their counselors on an hourly basis, with a mean salary of $7.75, and (6) 46 percent made individual testing services available for evening students. More than half of the document consists of sample comments related to the above areas. (dg)

AC 000 582

COUNSELING. U.S. Dept. of Labor, Washington. Manpower Administration. U.S. Employment Service, Washington. Bureau of Employment Security. Dec 1966. 24p.

ABSTRACT: Nine philosophical issues in counseling are discussed by several counselor educators. (Reprint, Employment Service Review, Dec 1966)

ED 010 750

SUGGESTED TECHNIQUES IN GUIDANCE AND COUNSELING WITH INDIAN YOUTH AND ADULTS. Nevada. Dept. of Education, Carson City. 1966. EDRS PRICE MF $0.25, HC $0.76. 19p.

ABSTRACT: A discussion of guidance and counseling techniques used in a counseling program for Indian youth and adults covers (1) concepts of guidance, (2) implementation of concepts including securing background information, understanding the needs of Indian children, establishing rapport, testing counselor-parent relations, and giving occupational and vocational information. There is a bibliography. (pg)

AC 002 283

A SURVEY OF PUBLIC SCHOOL ADULT GUIDANCE SERVICES IN FIFTY CITIES. (Masters thesis). Presgraves, James S. Richmond Univ., Virginia. June 1964. 98p.

ABSTRACT: A questionnaire measuring enrollment of potential clients and administration of public school adult guidance was sent to 50 cities. Information was returned from 30 cities, and included data on administration, publicity, financing counseling, testing, and records. Responses indicated counseling services had been operating for a median of 10 years in 15 cities. Average availability of counseling was five to six hours per day, five days a week. Major types of counseling were educational, vocational, and personal-social, while a few placement and referral services were provided. Visual media was most generally used to publicize guidance services, and most were dependent on local support to some degree, and state support, with only four depending upon federal

funds. Since the majority of enrollees were doing elementary and secondary work, it was assumed many were school dropouts in need of good guidance services. Since only 15 of the responding programs had public school adult guidance services, it was concluded that more and better guidance programs for adults are needed. This masters thesis is available from University of Richmond, Virginia (pt)

AC 003 158

AN EVALUATION OF THE GUIDANCE PROGRAM IN THE LOS ANGELES CITY ADULT SCHOOLS. Steward, Robert Miller. California Univ., Los Angeles. Ed. D. Thesis. 1967. 177p.

ABSTRACT: This study evaluated the guidance program of the Los Angeles City Adult Schools to determine if existing guidance services are adequately meeting clientele needs. Criteria obtained from the literature were submitted to a panel of consultants, who used a rating scale to identify significant criteria. An appraisal instrument was devised and refined; information was then gathered in structured interviews with principals, vice-principals, and counselors at 27 adult schools, and by scrutiny of their facilities and files. Significant findings included the predominance of educational over vocational counseling; extremely limited information services; inadequate data on students' personal, social, and mental status; little attention to student vocational interests, aptitudes, preferences, personality, out-of-school activities, or work experience; the expenditure of much working time on routine clerical duties because of personnel shortages; lack of suitable training and experience among about half the guidance counselors; and poor provision for followup services. Recommendations dealt with testing, vocational guidance, and the need for guidance-minded faculty and administrators. (Eleven tables and 94 references are included.) Available from University Microfilms, 300 Zeeb Rd., Ann Arbor, Michigan 48106 (Order No. 67-9,035, MF $3.00, Xerography $8.20).(author/ly)

ED 012 077

GUIDANCE RESEARCH IN ACTION, GROUP COUNSELING WITH PARENTS, MONOGRAPH 2. Shaw, Merville C. Tuel, John K. Chico State Coll., Calif. Apr 1965. EDRS PRICE MF $2.25, HC $13.24. 331p.

ABSTRACT: The second phase of a 3-year study to define an objective for guidance services is primarily concerned with the inclusion of teachers in group counseling and the continued development of group counseling with parents. The 22 participating schools from six school districts in California and New Mexico included K-12 from all socioeconomic levels. To facilitate both the research precedure and the data processing, 10 data-collection instruments were developed, refined, and used with individuals, groups, and schools. A wide variety of data ranging from expression of attitude to ratings of overt behavior was collected and stored on punch cards. The analysis of these data was conducted according to the pattern set by the specific major hypotheses regarding correlations of the perceptions of students, teachers, and parents concerning aptitudes, vocational interests, and studentscholastic performance as well as the relationship of educational attitudes, community attitudes, and

parental participation in the study. Eleven variables were considered in the hypotheses. One major hypothesis was concerned with the effect counseling with parents and teachers has on students. The preliminary findings, although primarily actuarial in nature and not complete, provide some indication that the group approach is feasible from both the point of view of the pupil personnel specialist and the degree of parent participation (ao)

ED 014 106

COUNSELING TECHNIQUES FOR MATURE WOMEN. REPORT OF THE ADULT COUNSELOR PROGRAM (June 14 - August 6, 1965). Dolan, Eleanor F. and others. American Assn. of University Women, Washington, D.C. 31 Jul 1966. EDRS PRICE MF $1.75 HC $18.24. 454p.

ABSTRACT: This project determined successful counseling techniques and the length of time necessary to prepare employment counselors to work with women 35 to 54 years old, and presents a guide to help others interested in such a program. Research was carried out by a director, three faculty members who planned and presented the eight week curriculum, counsultants for special topics, and 20 women students. These participants had classes in the morning and counseling experience with adult women in the afternoon. The first curricular area explored the history, place in society, psychology, and education of the adult women. In all areas, comparisons with men and women of other age groups were provided, principles basic to counseling were presented in "counseling techniques and practicum". Conclusions from taped interviews between participants and counselees indicated-(1) there was no difficulty in establishing rapport, (2) the two major counselee problems were lack of self confidence and lack of information, and (3) most women did not respond well to the exclusive use of the client-centered approach. Group methods were investigated, and are seen as an adjunct, rather than substitute, for individual counseling. Occupational and related information, health, relevant legislation, and volunteer jobs are also discussed. Recommendations for future programs are presented.(pr)

ED 022 106

FIRST ANNUAL REPORT OF NEW YORK STATE GUIDANCE CENTER FOR WOMEN FOR PERIOD NOVEMBER 1, 1966 THROUGH OCTOBER 31, 1967. New York State Guidance Center for Women, Suffern, N.Y. 1967. EDRS PRICE MF $0.25, HC $2.24. 54p.

ABSTRACT: The New York State Guidance Center for Women is sponsored by Rockland Community College under contract with the State University of New York, and located just east of Suffern, New York. During its first year, the Center counseled 483 women and an additional 800 were served through its information services--library, career interest meetings, radio career information series (13 30-minute broadcasts), and a Careers for Women Workshop series. About 80 percent of the Center's clients come from Rockland County. The professional staff includes a director, associate director, librarian, and six part-time counselors. The Center's counseling records indicate that while women considering employment or further education need guidance and information and are willing to seek it, husband's

attitudes, inflexible work and school schedules, and fears of impersonal work situations and inability to compete with younger students deter them from returning to work or school. (Document includes seven tables, lists of Advisory Committee members, tests available at the Center, and supplementary reports of counseling and testing services, information and special services, costs and staffing, and community, state, national, and international relationships.) (aj)

ED 022 105

INTERIM REPORT OF NEW YORK STATE GUIDANCE CENTER FOR WOMEN FOR PERIOD NOVEMBER 1, 1967 TO MARCH 31, 1968. Westervelt, Esther M. New York State Guidance Center for Women, Suffern, N.Y. 1968. EDRS PRICE MF $0.25, HC $1.24. 29p.

ABSTRACT: The New York State Guidance Center for Women in Suffern, New York provides individual counseling and vocational and educational information. During the months covered by this report, the Center cosponsored a conference on continuing education for women in the two-year colleges of the State University, began a second series of career information radio programs, and planned a seven-session Career Opportunities Workshop. Twenty-eight percent of the clients receiving counseling and testing during this period were from disadvantaged groups, compared with five percent previously. A pilot evaluation of the individual counseling done at the Center was undertaken to help the staff prepare for larger scale evaluation to be carried on in July 1968. Projected research includes comparisons of the usefulness of the Strong Vocational Interest Blanks for women and men, and studies of personal and demographic characteristics which may distinguish clients who use counseling and testing effectively from those who do not, and of selected psychological and social processes related to the difficulties women experience in enlarging their activities beyong the home. The Center has applied to the American Board of Counseling Services for accreditation.(aj)

AC 002 809

COUNSELING FOR WOMEN'S ROLES IN THE 1980'S. Berry, Jane. 1966. 10p.

ABSTRACT: The increasing momentum of research on women's roles, education and career accomplishments and an appreciation of the rapidity of social change suggest the exploration of male attitudes concerning women's roles, life planning approach appropriate for the 1980's, possible life patterns, and counselor training for advising girls and women. Life patterns for women in the 1980's will include such activities as community service, continuing education, specialized professional work, or conduct of business endeavor. Training for counselors of women might be incorporated in a specialized course, seminar, or workship combined with supervised experience. Available from Teachers College Press, Columbia Univ., 525 W. 120th St., New York. N.Y. 10027. Chapter 10 in Guidance-Personnel Work: Future Tense, edited by Margaret Ruth Smith. (pt)

Part II. COUNSELING SERVICES

B. Tests, Testing, and Predictive Measures

AC 000 541

OAK GLEN, A TRAINING CAMP FOR UNEMPLOYED YOUTH (Manpower/automation research monograph, 5) Chapman, Jane R. U.S. Dept. of Labor, Washington, D.C. Manpower Administration. May 1966. 69p.

ABSTRACT: This study investigated to what extent the Oak Glen, California, work camp program was providing the training, experience, and personal traits which would enable participants to find and hold employment. The camp accepted young men aged 16-21, not in school, unemployed, and preferably with no police record. Data for the period November 1963-February 1964 were collected on 77 current trainees, 113 graduates, 207 dropouts, and 82 who were accepted but never appeared. Reading skills (California Reading Test), math skills (California Wide-Range Math Test), intelligence, and general aptitude (General Aptitude Test Battery), were tested. Camp files and unstructured interviews with school, forestry, and State Department of employment personnel were also used. Almost 70 percent of graduates were employed, compared with about 55 percent of dropouts. Educational levels were the only significant predictor of success. Disinterest and homesickness were the reasons most often cited for dropout. Good physical condition was positively related to satisfactory performance and attitudes. Ethnic background apparently had little bearing on performance. Dropout rates, highest at age 16, declined steadily through 19. Appendixes contain policy statement, brief program description, and an 118-item bibliography. (ly)

AC 000 604

SELECTION AND EVALUATION OF TRAINEES IN A BASIC EDUCATION EXPERIENCE UNDER THE MANPOWER DEVELOPMENT AND TRAINING ACT. Whittemore, Robert G., Echeverria, Ben P. Nevada. Dept. of Educ. Vocational-Technical and Adult Educ. Jun 1965. 24p.

ABSTRACT: This study was developed to examine the utility of 10 measurement instruments as applied to MDTA basic education classes, the instruments to be used for grouping in classes, for mathematics and reading levels, and for personality dynamics. The tests were administered from time to time during an 18-month period to trainees in Las Vegas and Reno, Nevada, who had been delineated by age, educational level, and GATB "G" score. The Henman-Nelson Test of Mental Ability, the Sequential Test of Educational Progress, and the Minnesota Multiphasic Personality Inventory were found to be inapplicable. The following were found applicable and are recommended -- (1) for homogeneous grouping in classes, the GATB "G" score as an initial placement device, the Revised Beta for further clarification of class, and the California Test of Mental Maturity for language and non-language capacity identification, (2) for measuring reading and computational levels, the Iowa Silent Reading Test, Gates Reading Survey, and Differential Aptitude Test, (3) for measuring personality dynamics, the California Psychological Inventory and the Kunder Interest Inventory. An analysis of the time and cost factor involved in such a testing pro-

gram would indicate approximately 7 hours of testing time and an individual cost per trainee of $2.85. Includes 5 tables.(eb)

AC 001 018

CURRENT RESEARCH IN TEST DEVELOPMENT. Droege, Robert C. Jan 1966. 18p.

ABSTRACT: The United States Employment Service has been engaging in research to the applicability of existing aptitude tests to older workers. In 2 studies involving about 4000 persons in 5 states, all major aptitudes measured by the General Aptitude Test Battery (GATB) declined with age. Declines were small in general learning and in numerical aptitude, larger (about 20 points between ages 17-72) in spatial and clerical aptitudes, and motor coordination, and greatest (up to 40 points between ages 17-72) in form perception, finger dexterity, and manual dexterity. The onset of decline in various aptitudes ranged from under age 20 (spatial aptitude and form perception) to about 47 (general learning and numerical aptitudes). Research on effects of educational deficiency on test performance are in progress, and studies are proposed to develop a nonreading edition of all 9 GATB aptitudes, to determine the validity of age adjustments for aptitudes in predicting job performance, and to formulate an achievement test of basic literacy skills. The technical appendix includes a table of age groups in the New York study and the 4 state (California, Iowa, Michigan, Pennsylvania) study, and charts of aptitude scores. (Background paper, National conference on manpower training and the older worker, Washington, D.C., Jan 17-19, 1966). (author/ly)

AC 003 081

OCCUPATIONAL VALIDITY OF THE GENERAL APTITUDE TEST BATTERY. Bemis, Stephen E. 1968. 5p.

ABSTRACT: Twenty years of occupational validation on the General Aptitude Test Battery (GATB) are summarized in terms of average validity with (a) job proficiency and training criteria and (b) concurrent and longitudinal studies. These four categories of studies are investigated from the standpoint of both single and multiaptitude prediction. The relative efficiency of many of the nine GATB aptitudes in predicting criteria is dependent on whether job proficiency or training criteria are used. Longitudinal studies tend to have higher-aptitude criterion correlations than concurrent studies. The median validity of batteries of GATB aptitudes tends to be higher with studies using training criteria or the longitudinal design than the validity of batteries using job-proficiency criteria or the concurrent design. The summary is based upon 424 studies involving over 25,000 employees, applicants, trainees, and students. (The document includes eight references.) In Journal of Applied Psychology; v52 n3 p240-4 1968) (author/ly)

AC 000 227

EXPERIENCES AND ATTITUDES OF AMERICAN ADULTS CONCERNING STANDARDIZED INTELLIGENCE TESTS, Technical report No. 1 on the Social consequences of testing. Brim, Orville G., Jr. and others. Russell Sage Foundation, New York. 1965. 212p.

ABSTRACT: PURPOSE: To determine the extent of American adult experience with standardized intelligence testing; their opinions on intelligence and intelligence testing; whether Americans approve of tests and see themselves affected by them; relationships between individual testing experiences and beliefs and opinions concerning them; and the relationship between orientation toward society at large and attitudes toward testing.

METHOD: The sample consisted of 1482 respondents, 48 percent male and 52 percent female. The questionnaire consisted of 32 pre-coded items and four open-ended questions on types of tests taken by respondents. Items concerned experience with intelligence tests, perceptions of intelligence and intelligence testing, related opinions and attitudes, and personal value orientations.

FINDINGS: Compared to women, men had generally taken more tests for more purposes; more often saw tests as measures of learning rather than innate ability; were better informed on test results; and less often rated their own intelligence below that of others. Compared to older respondents, younger respondents had more test experience, relied more on school grades as an intelligence measure, and viewed tests as measures of learned ability. Respondents considering tests accurate and significant were relatively well informed about test results and receptive to use of tests for various selection purposes. 86 tables. Footnotes. Appendix.(ly)

AC 001 134

SRA VERBAL REVIEW SET. Thurstone, Thelma Gwinn, Thurstone, L.L. Science Research Associates, Inc., Chicago, Illinois 60611. Mar 1956.

ABSTRACT: The set includes the descriptive manual (7-544), self scored form A (7-531), and self scored form B (7-541). aj

ED 020 696

CROSS-CULTURAL TESTING--WHAT TO TEST. Pshur, J.A. Michigan Univ., Ann Arbor, Res. Club in Lang. Learn. 1966. EDRS PRICE MF $0.25, HC $0.68. 15p.

ABSTRACT: Reacting to a paper written by H. Nedseelye (See "Language Learning" volume 16, Number 1-2, 1966, pages 77-85), the article examines some of the questions raised by the attempt to establish tests that would accurately measure the ability of cultural strangers to adapt to a foreign cultural environment, in order to clarify the purposes of such testing, the four generally recognized aims of testing are applied to cross cultural testing. Three of these aims relate to the individual's ability to function effectively in a large universe of cultural situations, and the fourth is concerned with the trait which underlies, or is necessary to, that ability. The article suggests for future study other problems in cross-cultural testing, such as the need for developing measures of non-linguistic communication and interaction and the need for a theory of the processes underlying effective communication in a foreign culture. This article appeared in "Language Learning, a Journal of Applied Linguistics," volume 16, Number 3-4, 1966, pages 183-196.(ss)

AC 002 812

SELF-EXPRESSIVE STYLES AMONG ADULTS ENROLLED IN NONCREDIT CONTINUING EDUCATION COURSES. Griffith, Albert V. Nov 1967. 9p.

ABSTRACT: Shaw's theory of self-expressive styles was tested using the Preference Association Survey and 132 subjects from ten noncredit continuing education courses for adults. Of 102 convergent and discriminant predictions, 87 were confirmed. The results are evidence for the construct validity of the self-expressive styles (Interpretive, Promotional, Humanistic, and Technological) and of the theoretical network--reconciliation of contradictions. Comparisons are made between Shaw's self-expressive styles, Spranger's ideal types, and Holland's vocational types. Shaw's theory is a reconciling position with broadly generalizable constructs and emphasis on proaction in the tradition of transactional social behaviorism. (The document includes three tables and 27 references.) In Counseling Psychology; v14 n6 p514-22 Nov 67) (author)

AC 001 746

THE 1966 PERSONNEL TEST SERIES, PERSONAL HISTORY INDEX, WORK INTEREST INDEX, and THE PRESS TEST. Baehr, Melany E., and others. Chicago Univ. Undustrial Relations Center. Measurement Research Div. 1964. 4v.

ABSTRACT: The 1966 Personnel Test Series contains descrptions of tests available from the Measurement Research Division of the Industrial Relations Center, including tests for special aptitudes, mental abilities, temperament and personality, and personal-emotional adjustment for general measurement and psychological selection. The Personal History Index is an instrument for predicting future job success on the basis of past performance and experience. Scores are obtained on eight performance factors. It can be administered to individuals or to groups, as part of a complete test battery or alone, with or without an accompanying interview. The Work Interest Index assists in determining the individual's pattern of occupational interests through an analysis of his scores on 12 interest factors and two work attitude scales. It is non-verbal and may be administered individually or in groups. The Press Test measures the ability of an individual to work under stress. It may be administered to individuals or to groups in four minutes. (These documents are available from the Industrial Relations Center, 1225 East 60th Street, Chicago, Illinois 60637) (aj)

AC 001 382

COMPUTER PROGRAMMER APTITUDE BATTERY. MANUAL (1st ed.) Palormo, Jean M. Science Research Associates, Inc. 1967. 20p.

ABSTRACT: Developed to aid managers of data-processing centers and personnel directors in screening persons with aptitudes for computer programing, the Computer Programmer Aptitude Battery (CPAB) includes detailed description of test administration, interpretation, development, and statistical information. Five separately timed tests (verbal meaning, reasoning, letter series, number ability, and diagraming), are published in a reusable booklet and answers are recorded on a self-scoring sheet. If local percentile norms are not available for particular

organization, CPAB provides norms and guidelines for score interpretation. Research is cited in support of the CPAB--reliability coefficients, test intercorrelations, and unique variance are computed for each test, while all items are analyzed for difficulty level and internal consistency. Three validity studies reveal that the battery of tests is effective for predicting training achievement, but less conclusive in providing evidence for predicting job performance. (Seven tables of experimental data, a table of percentile norms for computer programer trainees and applicants as well as for experienced programers and system analysts are included.) (This document is available from Science Research Associates, Inc., 259 East Erie St., Chicago, Ill. 60611) (pt)

AC 000 843

ADULT BASIC EDUCATION STUDENT SURVEY, FORM A. Rasof, Elvin; Neff, Monroe C. 1966 50p.

ABSTRACT: This culturally unbiased instrument, designed for the adult illiterate whose communication and computation skills are below the fourth grade level, will be used--(1) to predict how long it will take an adult of a given chronological age and grade level to reach a predetermined educational level, e.g., the "newspaper reading" level regarded by some educators as a munimum level of attainment, and (2) to aid adult basic education and manpower development training teachers to screen prospective students by assessing the probability of a student successfully completing a specific course. Included are an instructor's manual, the survey questionnaires in four parts, answer sheet, two templates, and a student profile chart. Validity and reliability measures are not included in the teacher's manual since there are no other suitable instruments that established grade equivalents for adult basic education students. Data are being gathered in manpower training programs and a parallel form of the test (Form B) is being prepared, which will be used to test validity and reliability of Form A. (Document published by Educational Opportunities Project, Follett Publishing Co., Chicago, Ill.) (sg)

ED 022 043

VARIABLES RELATED TO MDTA TRAINEE EMPLOYMENT SUCCESS IN MINNESOTA. Pucel, David J. Minnesota Research Coordinating Unit in Occupational Education, Minneapolis, Sponsor; Office of Education(DHEW), Washington, D.C., Sponsor Feb 1968. EDRS PRICE MF $0.25, HC $1.52. 36p.

ABSTRACT: In response to a need for refined methods of appraising the potential of prospective Manpower Development and Training Act (MDTA) trainees, this study was conducted to determine if descriptive data about trainees being gathered by the employment service, such as personal information and General Aptitude Test Battery scores, are effective predictors of success in MDTA program. An attempt was also made at isolating attitudes and skill development during the training program which might be related to success in the occupation. The sample consisted of all trainees on whom there were complete data (138) enrolled in 10 purposively selected MDTA projects in Minnesota to represent technician, sales and clerical, and skilled training programs. Multiple regression

equations were developed for each group using 22 personal and training related variables and 15 in-school instructor rating variables. Each equation predicted the criterion (post-training employment status) above the .01 level of significance for their respective groups. However, no equation was developed that predicted well in all of the three groups. The findings imply systematic differences between persons who succeed and those who do not. An investigation of relationships between variables on which the employment service is currently gathering data might be used to develop weighted combinations of variables to form improved criteria (hc)

AC 002 513

CONVERSION TABLES FOR AIRMAN QUALIFYING EXAMINATION AND EMPLOYEE APTITUDE SURVEY SCORES. Madden, Howard L.; Valentine, Lonnie D., Jr. Personnel Research Lab., Lackland AFB, Texas. Aug 1967. 23p.

ABSTRACT: In the high school testing program conducted by the USAF Recruiting Service, there is occasional reference to relationships between the Airman Qualifying Examination and, certain civilian tests. Information concerning these relationships can be useful to guidance counselors. This report contains data on the relationships between the Employee Aptitude Survey and the Airman Qualifying Examination. Conversion tables for estimation of EAS scores from AQE aptitude indexes and subtest scores are presented, as well as tables for estimation of AQE aptitude indexes from EAS scores. The two batteries appear to measure essentially similar abilities. (The document includes an appendix, two references, and 17 tables.) Available from Clearinghouse for Federal Scientific & Technical Information, Springfield, Va., 22151 (AD-661-998, MF $0.65, HC $3.00) (author/ly)

AC 002 520

PREDICTION TABLES FOR AVIONICS FUNDAMENTALS COURSE, CLASS A. Baldwin, Robert O.; Johnson, Kirk. Naval Personnel Res. Activity, San Diego, Calif. 1968. 32p.

ABSTRACT: This study was conducted in 1966 to provide the avionics fundamentals course, class A, with a number of tables for predicting academic performance, either by precourse variables or by grades made early in the course. A means of identifying potential setbacks and potential failures was also desired. In September 1966 a 16 week course replaced the old 19 week course. Since it was felt that data available on students in the old course might not give an accurate picture of student performance in the new course, a statistical means of prediction was requested to serve as an aid in counseling. In essence, these tables perform routine, time consuming mathematical operations based on test scores and course grades. When modified by the considered judgement of a counselor or a review board, according to the special circumstances surrounding each student, the tables should give good predictions of student performance. The document includes 14 tables and charts and two references. Available from Clearinghouse for Federal Scientific & Technical Information, Springfield, Va., 22151 (AD-665-288, MF $0.65, HC $3.00) (ly)

ED 017 810

SAMPLE-FREE TEST CALIBRATION AND PERSON MEASUREMENT. Wright, Benjamin D. 28 Oct 1967. EDRS PRICE MF $0.25, HC $0.96. 22p.

ABSTRACT: Objectivity in mental testing requires that test calibration be independent of which persons are used for the calibration and that person measurement be independent of which items are used for the measurement. Present practice is not objective, but could be so, as shown by the example here presented. Data came from the responses of 976 law students to 48 reading comprehension items on the Law School Admissions test. The possibility of person free test calibration is demonstrated by showing that a calibration based on the responses of a Dumb Group of students can be nearly identical with one based on a Smart Group. The possibility of item free person measurement is domonstrated by showing that ability estimates made from scores on an Easy Test can be statistically equivalent to those made from a Hard Test. The measurement model which makes this objectivity pos ible was developed by George Rasch. In this model the odds of success on a test item are hypothesized to be given by the product of the person's ability and the item's easiness. In order to fit this model items must be chosen or constructed to have similar discrimination. The resulting measures of person ability and item easiness are on a ratio scale with a natural zero and a definable unit. This paper was presented at the National Seminar on Adult Education Research, Chicago, February 11-13, 1968 (author/rt)

AC 000 909

MINNESOTA VOCATIONAL INTEREST INVENTORY (Package includes manual, answer and recording forms, norms, and scoring keys). Clark, Kenneth E., Campbell, David P. Psychological Corporation, New York. 1966. 6parts

ABSTRACT: The Minnesota Vocational Interest Inventory appears in 6 parts. The inventory itself consists of 474 items grouped into 158 triads, and calls for forced choice "like" or "dislike" responses. The manual contains directions for administering and interpreting the inventory, a description of the interest scales, profiles and norms, tables and appendixes, and 15 references. Document also includes answer sheets, occupational and area scales, and scoring keys.(ly)

AC 000 573

QUICK WORD TEST. Borgatta, Edgar F.; Corsini, Raymond J. 1964. 26p.

ABSTRACT: This is a specimen set of the test which is designed to provide a convenient, time-saving, and economical assessment of the general abilities commonly measured by longer and more complex tests of mental ability. The test is largely self-administering and does not require a specially trained examiner. The majority of adults complete the test in 15 minutes. Scoring is by hand, IBM 805/ or 1230 scoring machine. (Published by Harcourt, Brace & World, Inc.) (author/sm)

ED 011 985

TEST OF ADULT COLLEGE APTITUDE (TACA) MANUAL FOR ADMINISTRATION, SCORING, AND INTERPRETATION. Wientge, King M., Dubois, Philip H. Washington Univ., St. Louis, Mo. University College. 1966. EDRS PRICE MF $0.25, HC $0.72. 18p.

ABSTRACT: This preliminary manual outlines content, administrative and scoring procedures, antecedent research, and available norm for the Test of Adult College Aptitude (TACA). The TACA, a combined test and answer sheet adapted for visual scoring by an optical scanner, consists of 22 items on biographical data (age, sex, occupation, family and marital status, education, cultural and other pursuits) and 54 multiple-choice verbal and numerical items. Procedures include No. 2 lead pencils, a 45-minute time limit, calculation of raw scores (right answers and personal data) and percentile ranks, and (wherever possible) well-supervised large group testing sessions. The test was formulated on the basis of Washington University research relating biographical information and objective test data to academic success among evening division participants. Norm data available for interpretation are based mainly on studies involving 149 participants in freshman English and 102 students in business and beginning psychology. Findings significantly correlated TACA scores with class achievement. Document includes 2 footnotes, 4 tables and the text of the test. (ly)

AC 002 716

A PROJECTIVE STUDY OF ATTITUDES TOWARD CONTINUING EDUCATION. Rubin, Irwin M., Morgan, Homer G. 1967. 8p.

ABSTRACT: A projective instrument aimed at measuring attitudes toward continuing education described a hypothetical research and development engineer as having (1) obtained a M. S. degree in a continuing education program, (2) completed seven courses, or (3) completed only one course since receiving his B. S. The three versions were randomly given to 312 engineers in a government research and development center. Research and development engineers did not perceive any significant difference between obtaining a degree or taking several courses in a continuing education program. However, obtaining a degree or taking several courses were both seen as having more positive attritubes than taking only one course were perceived as being associated with more management potential, higher ambition, and greater professionalism, and as keeping an engineer more up to date. Motivational and other implications of the study were noted. (The document includes two tables, 13 references, and the median score profiles.) Reprinted from Journal of Applied Psychology, v51 n6 p453-60 1967.(author/ly)

AC 002 886

COMPARATIVE POLICIES ON HIGH SCHOOL DIPLOMAS FOR ADULTS, U.S.A. Richmond Public Schools, V., Div. of Vocat. and Adult Educ. 1962. EDRS PRICE MF $0.25, HC $2.08. 50p.

ABSTRACT: With the aim of evaluating state policies on high school diplomas for adults, the Richmond, Virginia, public school system conducted a national survey on states and territories issuing diplomas or equivalency certificates on the basis of the General Educational De-

velopment test or other standardized tests; kinds and sources of tests being used; provisions for equating such tests or portions thereof in terms of high school credits; the status of credits earned in private schools, and home study programs; states with high school completion programs for adults, states giving credit for military training and related programs; and states recognizing occupational experience and competence in evaluating the academic achievement of adult candidates for diplomas or equivalency certificates. Responses indicated wide variations in policies and procedures as to the nature, extent, and conditions of programs of high school completion. When the states were ranked by affirmative responses to questions or parts thereof, 31 were found to have more liberal policies than Virginia, four were on a par with Virginia, and 14 were less liberal. Several changes in policy and practices were suggested for Richmond's program of high school completion for adults.(1y)

Part III. ADMISSIONS AND SELECTION

Standards, Procedures, and Recruitment

AC 003 045

A SURVEY OF POLICIES AND PRACTICES IN VARIOUS EVENING COLLEGES AND DIVISIONS OF COLLEGES AND UNIVERSITIES IN THE UNITED STATES. PRELIMINARY REPORT, 1968. Association of University Evening Colleges, Norman, Okla., Res. Committee. 1968. 13p.

ABSTRACT: The survey reports on admission policies, definition of status, fees, faculty recruitment, scheduling, student recruitment, and general support of evening colleges, sponsored by four private, four church related, and two public institutions. Total enrollment and evening enrollment figures are included. (pt)

AC 002 136

THE NEW YORK COLLEGE PROFICIENCY EXAMINATION PROGRAM. New York State Univ., Albany. New York State Education Department, Albany. 1967. 135p.

ABSTRACT: The New York State College Proficiency Examination Program (CPE) was established by the State Education Department to open up the State's educational opportunities to those who had acquired college-level knowledge in ways other than through regular classroom attendance. Faculty members of colleges and universities in New York State, working in committees, draw up examination specifications, write examination questions, rate candidates' answers to those questions, and determine levels of performance needed to achieve satisfactory CPE grades. The State Education Department itself does not grant course credit. This is left to the individual educational institution to do, or not to do, in a manner consistent with its standards. However, satisfactory performance on a CPE will be accepted by the State Education Department in lieu of specific course requirements for teacher certification. This document presents the background of the program questions and answers about it, policy statements of New York colleges and universities regarding CPE, and a description of each examination including material covered and objectives tested. Special adult degree programs are listed. (aj)

AC 001 050

NEVER TOO LATE FOR COLLEGE, THE BROOKLYN DEGREE PROGRAM FOR ADULTS. Stern, Bernhard H. Center for the Study of Liberal Education for Adults, Chicago. 1963. 48p.

ABSTRACT: The Brooklyn College School of General Studies has developed workable methods for equating adult experience with college credit and has worked out programs for completing the balance of the baccalaureate degree in ways that are appropriate for adults. In this booklet the seminars in humanities and communication, social science, natural science-mathematics, advanced humanities, advanced social science, and the terminal seminar are described. The criteria for admission, limits of experience credits, effectiveness of the program, and costs are discussed. (aj)

AC 002 047

EVENING COLLEGE, THE BIG SECOND CHANCE. McMahon, Ernest E. Feb 1968. 28p.

ABSTRACT: Emphasizing university evening college and community college programs, this pamphlet covers such topics as selecting a college and courses, earning a degree, financing, credit and noncredit courses, meeting entrance requirements, and enlisting support of family and employers. Special programs for women, of independent study, and for the poor are briefly described. There is a bibliography and a list of places to write for specific information. This document, Public Affairs Pamphlet No. 414, is available, for $0.25, from Public Affairs Pamphlets, 381 Park Ave. South, New York 10016 (aj)

ED 022 113

PROCEEDINGS FOR THE ANNUAL MEETING OF THE ASSOCIATION OF UNIVERSITY EVENING COLLEGES ON THE EVENING COLLEGE; UNIVERSITY AND COMMUNITY RELATIONS (27TH, DALLAS, TEXAS, OCTOBER 24-28, 1965). Association of University Evening Colleges, Norman, Okla. EDRS PRICE $0.50, HC $4.96. 1966. 122p.

ABSTRACT: Proceedings of the 1965 convention of the Association of University Evening Colleges contain a presentation on university and community relations as observed by the evening director at Loyola University of the South, a summary of discussion on the problems and prospects of evening divisions, discussion sessions on special interests (womens education, anti-obsolescence, student publications, and other aspects of university and community relations and communications media), problem clinics on curriculum accreditation, student personnel services, admission and retention, and inservice education for evening college administrators, and the opening and closing business sessions. A 1964-65 financial statement and 15 other supplements and appendixes are included, together with the convention schedule. (ly)

AC 002 179

CREDITS BY EXAMINATION FOR COLLEGE LEVEL STUDIES, AN ANNOTATED BIBLIOGRAPHY. Flaugher, Ronald L., and others. Educational Testing Service, Princeton, N.J. 1967. 230p.

ABSTRACT: This annotated bibliography contains 308 items on transfer students and transfer policy, student accreditation by examination, and sources of instruction for unaffiliated students. The first section features descriptions of policies, problems, and recommendations concerning transfer students, and research studies on their performance and characteristics. The section on accreditation by examination covers the role of the credit system in American higher education, arguments for and against credit by examination, student performance and characteristics, the College Entrance Examination Board Advanced Placement Program, large scale institutional programs (Brooklyn College, University of Buffalo, New York Proficiency Examinations), and general policies and practices. The last section contains studies on correspondence study for college credit, college level courses by television, college extension services and adult education courses, and college credit for military experiences. Pre-1945 materials are grouped separately as being mainly of historical interest. The

document includes an author index. It is available, for $3.00, from the College Entrance Examination Board, Publications Order Office, Box 592, Princeton, New Jersey 08540 (ly)

AC 001 129

ADULT BASIC EDUCATION, JUNCTION CITY PROJECT. Final report. Kitchens, John E. Kansas State Univ., Manhattan. Division of Continuing Education. 1966. 23p.

ABSTRACT: This report on a pilot project in adult basic education conducted by the Junction City public schools in 1966 was organized around the following headings--administration, students, counseling services, teaching methods and materials, and evaluation and recommendations. The contract for the project had specified these objectives--(1) Identification of effective recruitment practices for securing and maintaining participation in the self-improvement study program, (2) Development of guidelines for a model adult basic education program, including teaching methods and materials, and (3) Evaluation of the program and recommendations for implementing adult basic education classes into public school programs. The appendix contained a student roster, and a list of materials used. (Available from the Division of Continuing Education, Kansas State University, Manhattan, Kansas) (sg)

ED 200 996

RECRUITING LOW-INCOME FAMILIES FOR FAMILY LIFE EDUCATION PROGRAMS; FOUR REPORTS. Cannon, Dolly N. Child Study Assn. of America, Inc., New York, N.Y. Jul 1965. EDRS PRICE ME $0.25, HC $1.20. 28p.

ABSTRACT: The first of the four reports in this publication is a discussion of the methods used by the Child Study Association to recruit low-income parents for its family life education programs. The second report is a description of two parent education classes operated by the Los Angeles public schools. One of these classes is an evening class for parents of elementary school children and the other is a child observation class attended by mothers and their preschool children one morning per week. A third report tells of a broad community development program undertaken by the Oakland, California, public schools and other community agencies. Eight specific parent education programs in Oakland are BRIEFLY DESCRIBED. A discussion of services offered by the planned parenthood federation is given in the fourth report. These four reports were presented at the 1964 Annual Forum of National Conference on Social Welfare. The document is also available for $0.50 from the Child Study Association of America, Inc., 9 East 89th Street, New York, New York 10028 (lb)

ED 011 984

ACTION FOR EMPLOYMENT, A DEMONSTRATION NEIGHBORHOOD MANPOWER PROJECT. Final report. ACTION-Housing, Inc. Pittsburgh, Pa. U.S. Dept. of Labor. Office of Manpower, Automation, and Training. Feb 1966 EDRS PRICE MF $0.50, HC $3.24. 81p.

ABSTRACT: A 1-year demonstration project studied a neighborhood-based system in which volunteer neighborhood counselors helped unemployed and underemployed young men through a job training program and into employment. A Mid-Way Report concentrated on recruitment and training. This final report concentrates on the role of the volunteer and on the development of a neighborhood support system for training and employment. Volunteers helped the professional staff of the neighborhood employment center recruit and interview trainees, they counseled them through the training period and assisted in getting them jobs. The project showed that indigenous, nonprofessional neighborhood people could be trained to carry out some professional employment functions. Women made the best interviewers, but were reluctant to make home visits, while men were more successful as counselors. Certain characteristics seem to make for success -- such as maturity, marriage, a long term, steady job, previous community volunteer work, etc. Reasons for trainees' staying in the training program were -- counselor support, motivation, excellent teachers, training allowance, and neighborhood support. Reasons for dropping out were -- dislike of school situation, lack of motivation, and no training allowance.(eb)

AC 000 486

THE SELECTION OF TRAINEES UNDER MDTA. Chernick, Jack; and others. Rutgers Univ., Institute of Management and Labor Raltions. U.S. Dept. of Labor. Office of Manpower Policy, Evaluation and Research. 1966. 131p.

ABSTRACT: This was a study of the selection criteria and mechanisms by which applicants for training under MDTA-1962 were chosen in 3 offices of the N.J. Employment Service. Data sources were a systematic 10 percent sample of ES registered population and interviews with a sub-sample of the original population. The population was classified (1) persons who had/had no contact with MDTA, (2) those who had been selected or rejected, or declined training, (3) those who completed training or did not. Findings -- 1) training opportunities under MDTA were available to only a small fraction of the unemployed, 2) persons accepted for training tended to be women in prime working-age group with more education than the population as a whole, 3) Newark area Negroes constituted a disproportionately high number of trainees, 4) counseling and testing are important mechanisms in selection process, 5) those selected were satisfied with the training received, 6) Newark selection process tried to fill shortage occupations and provide rehabilitation.(pg)

ED 023 014

MEN-IN-TRANSITION, A STUDY OF ADULT MALE UNDERGRADUATES AT WAYNE STATE UNIVERSITY, 1967. Schlosseberg, Nancy K. Wayne State Univ., Detroit, Michigan. EDRS PRICE MF $0.25, HC $1.96. 1967. 47p.

ABSTRACT: Because the bulk of professional attention to middle-age change has concentrated on women, and because there is a need for data on differences in career options and alternatives between men and women, a study focused on the process of adult development, men-in-transition

and adults experiencing discontinuity. Data were collected by means of (1) a questionnaire returned by 322 of the 420 male students 35 and over enrolled as undergraduates at Wayne State University in 1967, (2) semistructured group interviews with eight men which explored the reasons for change and stresses involved, and (3) a discussion between two panels of eight men of the role of counselors and educators in working with adults. The adult male returning to college is about 40, a part-time student working for a degree, probably in liberal arts or, if not that, in education or business administration. There is a need for further study of the adult as a learner and for more comprehensive models of adult development which include provisions for self-exploration taking place all through life. Reassessment of academic requirements and bureaucratic processes to encourage rather than discourage college attendance by adults is needed. Separate adult counseling centers should be established. (The document includes 33 references, 12 tables, the questionnaire, and an occupation code.) (aj)

AC 002 829

ELEMENTS CONTRIBUTING TO THE PERSISTENCE OF REGISTERED NURSES WHO COMPLETED BACCALAUREATE REQUIREMENTS AT INDIANA UNIVERSITY AS A SUPPLEMENT TO THE BASIC NURSING PROGRAM. Perry, Lucy C. Summer 1968. 20p.

ABSTRACT: The records of 115 registered nurses completing baccalaureate degree requirements in nursing at Indiana University 1963-65 were studied to determine what elements were present in the nurses who persisted in completing degree requirements. Findings indicated that elements of persistence included continuing college education immediately after graduation from the basic program in nursing, high school rank predicting academic ability in college, prior college credits with minimal non-transferable credits, and 88% graduating with a grade point average of 2.5 or above on a four point scale with 46% eligible academically for graduate study. The study also includes implications for counseling high school students and nursing students with potential toward continuing education. Document includes 17 tables. In Adult Education; v18 n4 p272-91 Sum 1968. (author/pt)

AC 002 741

ABSTRACTS OF PERSONNEL RESEARCH REPORTS. VI. 1954-1965. Elson, Jo Ann, Comp. Personnel Research Laboratory, Lackland Air Force Base, Tex., Aerospace Medical Div. Dec 1965. 107p.

ABSTRACT: This volume contains abstracts of the 374 technical reports issued by the Personnel Research Laboratory at Lackland Air Force Base, in Texas, from January 1954 through December 1965. They cover studies in selection, classification, and utilization of Air Force personnel; systematizing information flow in support of jobs; and development of procedures for improving the quality of Air Force personnel. Three indexes are also included. Available from Clearinghouse for Federal Scientific and Technical Information, Springfield, Virginia 22151 (AD-636-607, MF $0.65, HC $3.00) (author/ly)

ED 016 446

THE ACADEMIC PERFORMANCE OF PART-TIME EVENING DIVISION STUDENTS IN A FULL-TIME PROGRAM OF STUDY. Murphy, James T. EDRS PRICE MF $0.25, HC $1.12. 26p.

ABSTRACT: Emphasis on the transfer curricula at Nassau College necessitates a policy of selective admission based on prediction of probable academic success. For several years the college permitted students who were initially inadmissable for fulltime status to transfer from a part-time probationary status after completion of three evening courses with a grade point average of at least 2.3 (on a 4-point scale). In an attempt to determine the effectiveness of this policy, records of 84 such transfer students were studied. Of these students, one-half maintained a GPA of 2.0 or higher, and there was a mean decrease of .59 of the 25 withdrawals from the day program prior to completion. Half were attributable to academic difficulty, primarily in liberal arts, sciences, and mathematics. Academic difficulty, as shown by failure to earn a 2.0 average was greatest among business administration, social science, and elemantary education majors. The distribution of grade point averages indicated that the minimum average for transfer to the day program should be raised to 2.5 for at least 12 units of work, nine of which should include subjects from English, social sciences, and mathematics (wo)

Part IV. RETENTION AND DROPOUT, FINANCIAL ASSISTANCE

AC 002 564

A DESCRIPTION AND ANALYSIS OF SELECTED CHARACTERISTICS IN ADULT BASIC EDUCATION IN HILLSBOROUGH COUNTY, FLORIDA. Dutton, Marion Donnie Florida State Univ., Tallahassee. Ph. D. thesis. Dec 1967. 192p.

ABSTRACT: The purpose was to identify the personal, behavioral, and perceptual characteristics associated with participants in a stipend versus a nonstipend adult basic education program in Florida and with an attitudinal veriable, alientation, as measured by Dean's scale. Data were obtained from 96 stipend and 155 nonstipend students by means of a questionnaire and the alienation scale. Of the 101 independent variables, 55 were significantly related to type of participation and 19 to degree of alienation. Findings supported the following conclusions: (1) participants in the stipend program differ significantly from those in the other program; (2) adult basic education participants showing a high degree of alenation differ significantly from those showing little alienation; (3) low income, undereducated adult basic education students have problems but do not make extensive use of agencies available for solving these problems, and (4) the students learn about adult classes from many sources. Included are 31 references and 49 tables. (author/ly)

AC 000 442

MOTIVES FOR ATTENDANCE AT EVENING ADULT SCHOOL BY FORMER DAY-SCHOOL DROP-OUTS (Masters thesis). Brash, Fred B. Fresno State College. Calif. Jan 1964. 71p.

ABSTRACT: A study was made of dropouts from dayschool and their reasons for attending Fresno Adult School as part-time evening students. A checklist type questionnaire, based on Mildred Parten's "Surveys, Polls, and Samples," was completed by 258 men and 427 women enrolled in high school diploma or elementary certificate classes. Among reasons for discontinuing day school classes were--to be married, to help support families, or to join the armed forces. Reasons for attending evening classes included--desire to complete high school diploma requirements, job promotion, and to obtain additional formal education. Most students were between 30 and 35, married, and had withdrawn from day school in the tenth grade. (Other information is included on student income, educational goals, occupations, and public assistance.) A followup study after five and ten years is recommended. (The appendix includes the questionnaire used.) This masters thesis is available from Fresno State College, Fresno, California. (sm)

AC 003 083

MOTIVATIONAL PATTERNS OF A SELECT GROUP OF ADULT EVENING COLLEGE STUDENTS. Dooley, Bobby Joe; White, William F. 1968. 2p.

ABSTRACT: The motivational patterns of a select group of 70 adult evening college students were examined with the Motivational Analysis

Test (MAT). Of the ten dynamic structures measured by the MAT, only the Mating Erg (normal, heterosexual drive) proved to be a significant ($p<.01$) variable in the motivational pattern, but Career Sentiment was observed to be a strong motive ($p<.10$) in the evening student. Apparently, the motives of wives and sweethearts exert a great influence upon the success or failure of these students. (The document includes a table and ten references.) In Journal of Educational Research; v62 n2 p65-6 Oct 1968.(authors/ly)

ED 014 090

A COUNSELING PROGRAM FOR SOCIALLY AND ECONOMICALLY DISADVANTAGED EVENING COLLEGE STUDENTS WHO LEAVE SCHOOL IN GOOD ACADEMIC STANDING. TECHNICAL REPORT. Berger, Leslie; Johnson, Kenneth. City Univ. of New York, City College. 15 Dec 1966. EDRS PRICE MF $0.25, HC $1.60. 38p.

ABSTRACT: An in-depth investigation of the reasons qualified low-income students in the evening division leave school while in good standing was conducted. Full data was obtained on only 64 subjects who completed questionnaires and were interviewed by counselors. According to questionnaire responses, the most important reason for leaving was financial difficulty. However, according to open-ended interview questions, the principal factor was cumulative environmental pressure from home, family, and personal problems. Almost every student viewed his departure as temporary and an overwhelming number affirmed they still intended to return to college someday. Possible remedial measures, revisions, and recommendations include more guidance and support from the college, and orientation seminars or discussions to review problems and coping mechanisms, Since most dropouts feel that they will return to college, followup activity may be meaningful. It is suggested that a study be made drawing on a population which has dropped out more recently. Although the dropout is always conceived of as temporary, inspection shows this is rarely true. A followup activity covering the present sample is urged. (wr)

ED 021 196

CONTINUING EDUCATION FOR WOMEN IN OHIO; A STUDY PROJECT OF THE OHIO DIVISION, AMERICAN ASSOCIATION OF UNIVERSITY WOMEN. Ewalt, Della C., comp. American Assn. of University Women, Ohio Division. Apr 1965 EDRS PRICE MF $0.25, HC $1.80. 43p.

ABSTRACT: A study was made to assess the needs and opportunities of members of the American Association of University Women (AAUW) to continue their education in Ohio. Questionnaires were returned by 2,569 AAUW members from Ohio branches giving data on personal and socio-economic background, educational motivation, preferred kinds of programs and fields of study and felt needs for guidance and counseling. There was also a tabulation of information from Ohio colleges and universities as to women faculty members (21%), women administrators and trustees (much fewer), degrees granted to women in 1964, graduate and undergraduate enrollment data, and institutional policy. The typical AAUW respondent was in the 30-60 age range, with a family income of $5-10,000, employment in education, a husband in one of the

professions, a desire for part-time or evening graduate study, and no felt need for guidance or counseling. Most institutions accepted part-time students, 22 offered higher adult education, some had financial aid for part-time students, and eight had special programs for women. Also, beginning in academic year 1966-67, the state wide College Faculty Program will offer financial aid to mature women wishing to prepare for college or university teaching (ly)

ED 017 783

A TRAINING MODEL FOR THE JOBLESS ADULT. Ulrich, Bernard. Jan 1966
EDRS PRICE MF $ 0.25, HC $0.72. 16p.

ABSTRACT: The training systems design, an interdisciplinary approach utilizing knowledge of behavioral sciences, new instructional technology, and systems design, has been applied to develop a model for re-educating and training the aging unemployed. Research into existing MDTA demonstration programs by the cooperative efforts of McGraw-Hill and the Division of Technical and Vocational Education of the United States Office of Education revealed low educational achievement, scarcity of local job opportunities, extremely low motivation among the unemployed. A systems model was presented for training programs--(1) diagnostic survey--an orientation phase involving recruitment, testing and referral, prevocational training, and inprogram counseling, (2) job training--trainee evaluation and counseling, remedial and specific vocational training, and early job assignment, and (3) placement and follow up, continued for a one-year period and including additional counseling and referral to other adult classes or job training, counseling, staff training, and supporting services. (A flow diagram is included). This paper was presented at the National Conference on Manpower Training and the Older Worker, Washington, January 17-19, 1966. (In Proceedings of the national conference on manpower training and the older worker, Washington, Jan 17-19, 1966/ 15-29) (pt)

AC 002 818

ADULT BASIC EDUCATION. SEMINAR GUIDE. A STUDY PROGRAM FOR TEACHER TRAINING
Neff, Monroe C. 1966. 173p.

ABSTRACT: In this manual for preparing teachers for adult basic education, emphasis is on understanding the circumstances and limitations of students; developing curriculum content and teaching techniques for language skills and concepts, social studies, mathematics, science and health, and consumer education; serving as a teacher-counselor; and testing and evaluation of students. Major learning theories and events relating to adult basic education are presented, together with extensive bibliographies. Available from the Follett Publishing Company, 1010 West Washington Boulevard, Chicago, Illinois 60607 (Code 2010) (ly)

ED 15 393

SPECIAL PROGRAMS UNDER TITLE I. HIGHER EDUCATION ACT OF 1965, Aug 1966, Oct 1967. Final report. New York State Univ., Farmingdale. Ag. and Tech. College. 1967. EDRE PRICE MF $0.25, HC $0.44. 11p.

ABSTRACT: In 1966, the State University of New York at Farmingdale developed three noncredit daytime programs in education for community service. Gateway to Careers for Women, a 15-session workshop, provided field assignments, jobfinding skills, and counseling. New Horizons for Later Years was a 10-session program for older men and women preparing for retirement. Medicare-Aide Training Program provided a 10-session workshop to train men and women as paid or volunteer nurses aides. All programs involved guest speakers, field trips, films, new techniques in group guidance, and creative teaching materials. Attendance was well above average for adult education programs. Some of the participants received tuition grants and transportation stipends. Instructors included a nurse, a social worker, and three assistant instructors working in a team teaching situation. Community involvement exceeded expectation and media coverage was extensive, the greatest response coming from newspaper articles. Requests for materials and information have come from many organizations and individuals, and the staff have been involved in related conferences, programs, and advisory groups. During the 1967-68 academic year, an expanded curriculum will provide training for nurses aides, leaders, hard-core unemployed women, and teachers aides.(pt)

AC 002 768

EFFECTS OF TUITION PAYMENT AND INVOLVEMENT ON BENEFIT FROM A MANAGEMENT DEVELOPMENT PROGRAM. Gruenfeld, L.W. 1966. 4p.

ABSTRACT: This study investigated the effects of participants' investments of tuition, time, and effort on benefit from a management development program. Measures of benefit consisted of a summated rating scale and the economic scale of the Allport Vernon Scale of Values (AVSV). Subjects were 99 industrial executives in a five year program. Those who paid part of their tuition, spent relatively more time in the program, and found the program difficult, benefited more. It was concluded that programs which do not require commitment and effort are not likely to achieve their immediate value objectives. In Journal of Applied Psychology; v50 n5 p396-9 1966. (Tables are included.) (author)

AC 001 400

MANAGERIAL AND SUPERVISORY EDUCATIONAL NEEDS OF BUSINESS AND INDUSTRY IN PENNSYLVANIA and SURVEY REPORT OF MANAGERIAL AND SUPERVISORY EDUCATIONAL NEEDS OF BUSINESS AND INDUSTRY IN PENNSYLVANIA. Dubin, Samuel S.; and others. Pennsulvania State Univ., University Park. Continuing Education. 1967. 252p.

ABSTRACT: To determine training needs of managerial and supervisory personnel in Pennsylvania business and industry and to recommend methods of meeting these needs, 3,620 top and middle managers and first-line supervisors from 250 companies completed questionnaires. Data on courses

needed, educational background and plans, kind of updating used, educational media preferred, company size, and company attitudes toward education were supplied. Top managers most needed courses in communication techniques and financial management, middle managers in working with individuals, and supervisors in fundamentals of supervision. Both middle managers and supervisors kept up to date through informal discussions and favored programed instruction and correspondence courses after formal classes. Middle managers used workshops or seminars, supervisors used inservice courses. It was recommended (1) that universities offer programs in human relations, communication, and management development in locations convenient to business and provide programed and correspondence courses and educational television, (2) that business encourage employees" study and increase inservice programs, and (3) that employees be aware of educational assistance provided by companies and select appropriate educational media. (Document includes tables and three questionnaires.) (The document is available from the Pennsylvania State University, University Park, Pa., 252p.) (aj)

AC 000 648

PERSISTENCE IN UNIVERSITY ADULT EDUCATION COURSES. Brown, M. Alan; and others. 1966. 14p.

ABSTRACT: This study investigated the relationship between previous adult education experience and current university extension performance in 7 institutions. The correlated variables were -- (1) number of past adult education courses, (2) recency of education (period since the last classroom experience), (3) level of formal education (college credit hours completed), (4) verbal intelligence based on the score on the 100-item Quick Word Test, (5) age, and (6) grades earned in current adult education courses. Other important variables were -- (1) dropouts, as recorded by the institutions involved, (2) major reason for attending (job-related or other), (3) credit or noncredit enrollment, and (4) working for a degree or not. Class performance, as judged by grades and withdrawal rate, were more highly associated with formal education than with previous adult education. Persisters with much past adult education were older, had more formal education, and had higher verbal ability than adults who had taken fewer adult courses. Among younger adults with lower income, less education, and lower verbal intelligence, persistence was closely associated with credit courses and degree seeking, and a slightly smaller percentage of the persisters withdrew than was the case with newer participants. Recency of education and job-related motives proved insignificant. Implications and conclusions are noted. Document includes 8 tables and 23 references. In Adult Education, 16(2), Win 66, pp.101-114) (ly)

ED 010 011

THE PREDICTION OF OUTCOMES OF MDTA PROGRAMS, A PILOT STUDY. Edgerton, Harold A.; Sylvester, Robert W. Performance Research, Inc., Washington, D.C. Feb 1966. EDRS PRICE MF $0.25, HC $1.52. 38p.

ABSTRACT: An extension of knowledge of the factors related to trainee dropouts in Manpower and Development Training Act (MDTA) programs was attempted. The factors related to success of MDTA programs were computed for organizational and procedural characteristics of the programs and characteristics of the trainees. Both retention and placement show significant correlation with characteristics of the program organization and program management, enough so that efforts to improve the standing of an MDTA program, either as to its retention or its placement, should be fruitful. The real problem is that of making the programs fit the trainees rather than trying to select trainees to fit the training programs. The next step is to study more intensely the effects of program organization, and administrative and instructional practices on both retention and placement.(rie/aj)

ED 011 356

DROPOUT RATES. Modesto Multi-Occupational Adult Training Project, Report 2.1. Pearce, Frank C. Modesto Junior College, Calif. Adult Division. Jan 166. EDRS PRICE MF $0.25, HC $0.68. 17p.

ABSTRACT: This report provides a general picture of the enrollment pattern for the Modesto Multi-Occupational Project. Tables give data on the active and inactive enrollment in vocational and prevocational training programs and reasons for dropping out of the programs, the main reasons being lack of progress, lack of interest, poor attendance, and family problems. Dropout rates are given for individual training programs in home economics, trade and industrial education, business and agricultural education. Overall dropout rates are summarized.(pg)

ED 011 195

DROPOUT PATTERNS IN THE NEW HOPE PROJECT. Stanislaus County Multi-Occupational Adult Training Project, Report 2.2. Pearce, Frank C. Modesto Junior College, Calif. Adult Division. Oct 1966. EDRS PRICE MF $0.25, HC $0.80. 20p.

ABSTRACT: This report from Modesto Junior College on its Stanislaus County Multi-Occupational Adult Training Project at the New Hope School under the Manpower Development and Training Act studies the dropout patterns to try to pinpoint failures of the programs provided. From a study of 1006 trainees, the reasons for dropping are reported in the following categories -- (1) those who dropped to go to work, (2) those who dropped because of "lacked elements" (personal problems, such as moving, injury, marriage, disease, or character problems. The total dropout rate for the project was 29 percent. The program dropout rate was actually 12 percent. Tables present (1) the total drops on each educational program (prevocational and homemaker, trade and industrial vocations, business education, and agriculture vocations), (2) comparison of past and present dropouts, (3) percent of total drops in each category of reasons, and (4) referral sources. Conclusions are made and recommendations are given for improving the program and preventing dropouts.(pg)

ED 012 427

SOME DIMENSIONS OF THE DROP-OUT PROBLEM IN APPRENTICESHIP TRAINING (Study no. 1). Johnson, Ronald W. New Brunswick. Dept. of Labour, Fredericton, N.B. Mar 1967. EDRS PRICE MF $0.25, HC $1.32. 33p.

ABSTRACT: During the 1966 summer research program, the New Brunswick Department of Labour conducted a study of the high dropout rate among the 2673 apprentices in the province. The purpose was to find an adequate selection method for trainees. Data from existing files and from a questionnaire filled in by former employers and district supervisors were examined. It was found that apprentices completing training were significantly older, had more dependents, and more pre-apprenticeship credit prior to indenture, but they did not have more formal education. Although discrepancies appeared on the questionnaire filled in by employers and supervisors, it seemed that apprentices did not lack intelligence or adequate education, but did lack interest, which showed up in poor attendance, frequent illness, and tardiness. It is suggested that a battery of aptitude and interest tests be administered to all apprenticeship applicants prior to selection for training. (eb)

AC 000 536

WORTHY OF NOTE, A STUDY OF THE DROPOUT STUDENT IN THE EXTENSION DIVISION OF THE UNIVERSITY OF RHODE ISLAND. Farnum, Hollis B. Jun 1966. 4p.

ABSTRACT: Conclusions of this study-- apparently students had been forced to drop for personal reasons or for reasons related to their jobs, such as change in hours. They had not dropped due to dissatisfaction with course content, faculty teaching, or administrative procedures. (In Association of University Evening Colleges news letter, 14(4)14-17, May-Jun 1966) (aj)

AC 001 547

HOW MANY WILL DROPOUT? A STUDY OF EVENING STUDENTS OF THE EVELYN HONE COLLEGE OF FURTHER EDUCATION, LUSAKA, ZAMBIA. Noak, Hans. Jun 1967. 10p.

ABSTRACT: A survey was made in 1966 to find out reasons why enrolled part-time students in the General Certificate of Education courses (G.C.E) at the Evelyn Hone College in Lusaka, Zambia, dropped out or did not start evening classes. Data from the student enrollment forms and class registers were analyzed and compared for attendance patterns, subject enrollment, hours of attendance per week, transfer of students, place of residence, and turnover of teachers. It was found that students attending courses near their homes were less likely to drop out than those attending courses near their place of work. Irregular attendance and transfer between parallel courses and different subjects made it difficult for the student to keep up. Since evening courses at the G.C.E. level are only offered in a few major towns, students leaving the college area were unable to continue their studies. The survey showed that the real reasons for student dropouts were difficult to find in an investigation of this kind. Recommendations were made to overcome such problems as transferral from

one course to another, loss of moving students, and optimum classroom utilization. (In African Adult Education, Jun 1967, pages 28-38). This document is available from African Adult Education, P.O. Box 1341, Lasaka, Zambia (pt)

AC 001 150

THE PREDICTION OF OUTCOMES OF MDTA PROGRAMS. Edgerton, Harold A. 1967. 12p.

ABSTRACT: From 222 questionnaires an attempt was made to evaluate success of MDTA programs, hoping to improve both retention and placement in similar programs. The criteria used was the number of trainees who completed the course, and the extent to which they were placed in jobs for which their training fitted them. Factors of ability, previous history and socio-economic status related to both retention and placement. The use of aptitude tests as aids in assignment and in performance evaluation improved placement. To improve retention, absenteeism should be reduced; number of trainees per instructor kept low; trainees progress carefully measured; course organization and content pre-planned; adequate financial allowances provided for trainees. Other recommendations for reducing the dropout rate and improving placement; promote sensible counseling program; insure that neighbors of the program do not object to its presence; anticipate and prevent disciplinary problems; adjust training to level and energies of trainees. Tables are included. (In Research in vocational and technical education, ed. by Cathleen Quirk and Carol Sheehan. pp. 17-26) (gh)

ED 016 184

SURVEY STUDY OF CORRESPONDENCE DROPOUTS AND CANCELLATIONS. Sloan, Denver. Kentucky Univ., Lexington. Correspondence Study Program. Dec 1965. EDRS PRICE MF $0.25, HC $0.64. 14p.

ABSTRACT: To determine why one-third of the students enrolling in correspondence work during any calendar year do not complete the courses and to elicit suggestions for reducing the number of dropouts and cancellations, questionnaires were mailed to 762 correspondence study dropouts. Data from the 135 questionnaires returned are tabulated in this study. Degree and certification requirements and self-improvement were reasons most often cited for enrollment. The major reason for non-completion was lack of time. In comparing residence and correspondence instruction, respondents thought correspondence study was more work and less interesting, because of lack of classroom contact. Recommendations based on the study are that--(1) correspondence study guides have a variety of assignments including more thought-provoking questions, (2) instructors offer more suggestions and criticisms by registering comments on assignments returned to students, (3) provision be made for time extensions, (4) less writing be required in assignment preparation, (5) more non-technical courses be made available by correspondence, and (6) applicants for correspondence study be screened.(aj)

AC 001 888

A STUDY TO DETERMINE THE EDUCATIONAL INTERESTS OF ADULTS IN SIOUX CITY, IOWA, WHO DID NOT COMPLETE HIGH SCHOOL (Ed. D. thesis). Cox, Robert P. South Dakota Univ., Vermillion. Aug 1965. 197p.

ABSTRACT: A study was made to locate the adults in Sioux City, Iowa, who had not completed high school and to relate their educational interests to the programming of adult education activities. The population was identified through the June, 1964 school census procedures and consisted of4,714 school dropouts between the ages of 21 and 64. Information was obtained through interviews. Women expressed less satisfaction with their jobs than did men, and both occupied their leisure time in active pursuits. Economic barriers and educational shortages were the major sources of difficulty encountered. The major motivation for adult education participation was to improve employment opportunities. The respondents under 40 were more willing to enroll in educational activities than were older respondents and showed a greater interest in basic elementary and secondary programs. The results indicate that regular school census procedures have definite potential for surveying various populations served by the Department of Adult Education of the Sioux City Public Schools. This document is available from University Microfilms, Ann Arbor, Mich. Order No. 66-1876. Microfilm $3.00. Xerography $8.80. (author/pt)

AC 001 710

A STUDY OF CLASSROOM FACTORS RELATED TO DROPOUTS IN ADULT EDUCATION. Davis, George S. 1963. 133p.

ABSTRACT: The relationship was studied between dropouts from adult education classes and (1) selected classroom activities occurring during the first class session and (2) students' attitudes toward the first session. Twenty-nine previous adult dropout studies were reviewed. Voluntary adult participants in 34 Personal Survival in Disaster classes in the Florida Civil Defense Adult Education Program in 1961 were studied. The Kropp-Verner Attitude Scale was completed at the close of the first class meeting. Class scores on the Attitude Scale, class frequencies on the classroom activities list, and class percentages of dropouts were ranked in order. Statistics utilized consisted of Spearman's rank correlation method, Kendall's coefficient of concordance, and chi square. Limited support was given for the conclusion that the instructor should talk to his class, and he should use the activities selected for this study in the first class session. (This document, is available from University Microfilms, Ann Arbor, Mich., Order No. 64-3592. Microfilm $2.76. Xerography $6.40) (author/pt)

AC 001 970

AN IDENTIFICATION OF SOME CHARACTERISTICS OF STUDENTS WHO COMPLETE AND STUDENTS WHO DROP OUT OF AN EVENING TECHNICAL CURRICULUM (Ph. D. thesis). Savides, Harold A. Wisconsin Univ., Madison. 1960. 224p.

ABSTRACT: The 43 male students starting the Mechanical and Production Tool Design Curriculum of the Pennsylvania State University Ogontz Center at Abington, in the school year 1953-54, all employed full time in 19 area firms, were considered in two groups--dropouts (students who did not remain within the program to complete the five years of course work required for the dimploma) and completers. Data were obtained by individual, tape recorded interviews with 37 students. Most of the dropouts left in the first year or two of the program. Completers seemed to have their goals more clearly in mind, plan their time better, be somewhat more mature, and have greater dependency obligations, which expanded during their enrollment. They were employed in larger companies where they might have greater program guidance, more companionship in the program, receive larger amounts of financial aid, and have been more carefully selected at the time of original employment. There were no significant age differences between the two groups. Other educational programs had attracted 65 percent of the students before or after the Penn State program. This document, LC Card No. Mic 60-3262, is available from University Microfilms, Ann Arbor, Mich. Microfilm $2.90, Xerox $10.15. (author/aj)

AC 001 896

AN ANALYSIS OF SELECTED FACTORS OF INTERRUPTION OR PERSISTENCY IN ATTENDANCE IN THE COMMUNITY COLLEGE AT EVANSVILLE COLLEGE. (Ed. D. thesis) Hartig, Marvin E. Indiana Univ., Bloomington. 1962. 141p.

ABSTRACT: An investigation was undertaken to determine the reasons for the great student turnover in the Community College at Evansville College and to seek ways to reduce it. Four groups were selected from students in attendance during the 1960-61 school year--(1) those who did not return after a term, (2) those who withdrew during a term, (3) those in attendance three of the six previous terms, and (4) graduated students. Mailed questionnaires obtained data that were tested for significance by the Chi Square and T tests. About 40 percent of the students did not return after a term, or withdrew during a term, primarily because of work conflict and lack of time, but also because objectives had been met. Students who persisted in attendance sought degrees, and received more financial assistance and guidance. It was concluded that the great turnover in evening colleges is partly due to students meeting short range objectives. Those who persist in attendance have more clearly defined objectives, earn better grades, and are most frequently married. Counseling service for part time evening students is desirable to help eliminate some student turnover. This document is a doctoral thesis available from University Microfilms, Ann Arbor, Mich. Order No. 63-2599. Microfilm $2.75. Xerography $6.80.(pt)

AC 001 801

THE RELATIONSHIP OF SELECTED PERSONALITY NEEDS TO PARTICIPATION, DROP-OUT, AND ACHIEVEMENT AMONG ADULT LEARNERS (Ph. D. thesis). Scharles, Henry G., Jr. Florida State Univ., Tallahassee. 1966. 124p.

ABSTRACT: To relate personality needs to dropout and achievement among adult learners, a sample of 90 males and 50 females was randomly drawn from the 600 registrants in the Hillsborough County, Florida, Adult Evening High School during the first week of classes. The Edwards Personal Preference Schedule was administered to the sample, and the data was tested by mears of the chi square test. Among differences between the sample and norm groups were the sample groups' higher need for exhibition, intraception, and abasement, and lower need for consistency. Male nondropouts differed from the dropout group with a higher affiliation need and lower autonomy need and female nondropouts differed with a higher need for abasement and lower need for achievement. The male high achievers were higher than low achievers in their need for exhibition and succorance, but lower in their need for achievement, deference, intraception, dominance, and heterosexuality, while the female high achievers differed from low achievers in a high need for change and lower need for abasement. This document is available from University Microfilms, Ann Arbor, Mic. Order No. 67-5527. Microfilm $3.00. Xerography $6.00. (author/pt)

ED 018 721

PATTERNS OF PARTICIPATION IN A PUBLIC ADULT NIGHT SCHOOL PROGRAM. Masters thesis. Dickinson, James Gary. British Columbia Univ., Vancouver Aug 1966. EDRS PRICE MF $0.50, HC $4.96. 122p.

ABSTRACT: To determine whether retention in public adult night school programs is related to socio-economic characteristics of participants or to the length and nature of courses, this study was made of patterns of participation in such programs in White Rock, British Columbia. Data were derived from 2075 registration cards and 98 completed attendance registers. Distribution of nine socio-economic characteristics, tested by chi square, showed statistically significant differences in age, sex, marital status and occupation by course type. Different clientele were enrolled for academic, general, and vocational programs. Distribution of persistent attenders and dropouts, tested by chi square, showed differences in age, marital status, and occupation--by course type, but not by course length. An inconsistent downward trend from 87 to 38 percent was noted in average daily attendance for all courses. Short programs in the general interest category tended to maintain attendance at a higher level than did long courses in academic and vocational categories. (Charts and a bibliography are included.) This paper was presented at the National Seminar on Adult Education Research, Chicago, February 11-13, 1968. (rt)

AC 002 133

DROPOUTS FROM ADULT CLASSES IN INDUSTRIAL TRAINING, A RECENT STUDY AT MOTOROLA AEROSPACE CENTER. Ferguson, Wilburn C. Feb 1968. 11p.

ABSTRACT: In a study of 19 voluntary classes held after working hours in an industrial setting involving 380 students, there were 80 dropouts. (For two factors--occupation of students and use of professional instructors--nine semesters, involving 3610 students, were studied.)

The dropouts were interviewed and their training records were reviewed. It was found that changing teachers tended to increase dropouts and that instructor preparation and training did significantly effect dropouts. Younger students dropped out more and there was a significant relationship between their occupations and dropouts. But the day of the week class was held had no effect on dropouts, nor did women drop out significantly more than men. Educational level, pay grades, and length of service were not significantly related to dropout. (In Training and Development Journal, 22(2)/44-56, Feb 1968) (author/pt)

ED 019 619

A RECAPITULATION OF -- STUDENT DROPOUTS IN THE DIVISION OF CONTINUING EDUCATION, UNIVERSITY OF ARIZONA, SPRING SEMESTER, 1967. Louttit, Edgar E. Arizona Univ., Tucson. 26 Apr 1968. EDRS PRICE MF $0.25, HC $0.56. 12p.

ABSTRACT: A high dropout rate between the spring and fall semesters of 1967 at the Division of Continuing Education, University of Arizona, prompted this study to determine the reasons for withdrawal. The study population was limited to on campus spring semester enrollees seeking university credit. A 16 question survey questionnaire was sent to 1,090 dropouts, 304 of whom returned usable questionnaires. The main reasons reported for withdrawal were lack of desired courses, transfer to day classes, accomplishment of educational goals, employment interfering with enrollment, and movement from the community. However, despite use of a random sampling technique, the results of this study were judged inconclusive because of an insufficient number of responses. (Conclusions, recommendations, and findings concerning the population and methodology of the study were discussed.) (ly)

AC 003 167

EARLY SCHOOL LEAVERS WHO RETURN TO CINCINNATI PUBLIC EVENING SCHOOLS. Reigel, Charles Edwin. Cincinnati Univ., Ohio, Teachers' College. Ed. D. Thesis. 1960. 366p.

ABSTRACT: A study of Cincinnati Public School dropouts who returned to formal schooling in the Cincinnati Public Evening Schools sought to characterize these dropouts as revealed through interviews and school records, and to discover their reasons for withdrawing from day school and returning to evening classes. The Minnesota Scale for Paternal Occupations was used to classify dropouts by social class. Findings included the following: almost 2/3 withdrew on reaching age 16; almost 3/5 withdrew during the school year; almost 40% were at least one grade behind; about 40% had intelligence quotients of 95 and over; pregnancy (cited by 46.2% of the girls) was the reason most often named for withdrawal; a majority of the dropouts favored night classes over day school classes and stated they were taking courses for vocational preparation. Retardation, excessive absences, regression in scholarship, failure, and lack of participation in lower class dropouts were most likely to withdraw for personal reasons; and middle class dropouts were most likely to withdraw for

schoolrelated reasons and tended to enroll in night school sooner than lower class dropouts. Available from University Microfilms, 300 Zeeb Rd., Ann Arbor, Michigan 48106 (Order No. 61-6, 158, MF $4.70, Xerography $16.65) (author/ly)

ED 018 768

AN ANALYSIS OF PARTICIPANTS IN A LONG-TERM ADULT EDUCATION PROGRAM. Applebaum, Leon; Roberts, Higdon C., Jr. est 1968. EDRS PRICE MF $0.25, HC $1.68. 40p.

ABSTRACT: The study investigated personal characteristics and social factors of successful participants and dropouts in the Union Leadership Program (ULP), a three-year adult education program sponsored by the Labor Education and Research Service of The Ohio State University. The ULP meets 24 weeks per year, one night per week, in 15 cities in Ohio, and had a 1966-1967 enrollment of 400 students. At the time of the survey, Spring 1966, the ULP included college level courses in labor law, history and problems, collective bargaining, union leadership economics, sociology, political science, and comparative economic and political systems. Data were collected from a mailed questionnaire containing items related to personal, socioeconomic, ecological, and union characteristics, and personal attitudes and social adjustment. It was observed that successful participants were older, identified with the working class (dropouts identified with the middle class), exhibited concentration of births in Midwestern states other than Ohio and owned their own homes (dropouts exhibited a concentration of births in the South and tended to rent), were union members for a longer period of time, and were significantly more active in both union and political activities. (authors/aj)

ED 019 576

A STUDY OF STUDENTS WHO DISCONTINUED ATTENDANCE IN THE E.S.E.A. III ADULT BASIC EDUCATION PROGRAM. Moss, Doris; Richardson, Robert. New York City Board of Education, Brooklyn, N.Y. 14 Jun 1967. EDRS PRICE MF $0.25, HC $1.60. 38p.

ABSTRACT: A study was made of students who discontinued attendance in the adult basic education courses provided by public schools in the Bronx, Manhattan, Brooklyn, and Queens. Data were gathered by interview or school files on 306 persons--167 non-English speaking, primarily Puerto Ricans, and 139 native born, largely Negro. Most of the dropouts were 30-39 years of age, were married, were at the lowest instructional levels, and had discontinued after attending less than 50 hours of class. Recruitment had been done largely by word of mouth. The two major reasons for leaving were change of residence and interference with work activities. Most students hoped to return to class. Among recommendations made for the program were--provision of a positive school experience from the first class, meeting the needs of beginning students, further study of effective recruitment, special provisions for moving students, and immediate followup of absent students.(pt)

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